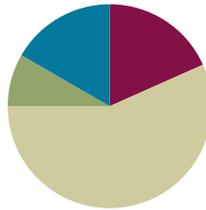# Lesson 26

Objective: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)	
■ Application Problem	(5 minutes)	
■ Concept Development	(34 minutes)	
■ Student Debrief	(10 minutes)	
Total Time	**(60 minutes)**	

Fluency Practice (11 minutes)

- Multiply by 7 **3.OA.7**   (8 minutes)
- Find the Side Lengths **3.MD.8**   (3 minutes)

Multiply by 7 (8 minutes)

Materials: (S) Multiply by 7 (6–10) Pattern Sheet

Note: This activity builds fluency with multiplication facts using units of 7. It works toward students knowing from memory all products of two one-digit numbers. See Lesson 1 for the directions for administration of a Multiply-By Pattern Sheet.

T: (Write $7 \times 7 =$ _____.) Let's skip-count up by sevens. I'll raise a finger for each seven. (Raise a finger for each number to track the count.)

S: 7, 14, 21, 28, 35, 42, 49.

T: Let's skip-count up by sevens starting at 35. Why is 35 a good place to start?

S: It's a fact we already know. It can help us figure out a fact we don't know.

T: (Track with fingers as students say the numbers.)

S: 35 (5 fingers), 42 (6 fingers), 49 (7 fingers).

> **NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:**
>
> Adjust the Multiply by 7 fluency activity according to student needs. For English language learners, try speaking more slowly, pausing more frequently, giving an example, or coupling language with visual aids such as arrays or tape diagrams. Students who have not memorized the 7 skip-count may benefit from repeating the count many times.

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Lesson 26:   Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

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T: Let's see how we can skip-count down to find the answer, too. Start at 70 with 10 fingers, 1 for each seven. (Count down with fingers as students say the numbers.)

S: 70 (10 fingers), 63 (9 fingers), 56 (8 fingers), 49 (7 fingers).

Continue with the following possible sequence: 9 × 7, 6 × 7, and 8 × 7.

T: (Distribute the Multiply by 7 Pattern Sheet.) Let's practice multiplying by 7. Be sure to work left to right across the page.
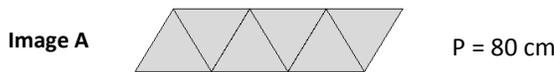
Find the Side Lengths (3 minutes)

Materials: (S) Personal white board

Note: This activity reviews Lesson 23.

T: (Project Image A. Beneath it, write ___ cm ÷ ___ = ___ cm.) Each side of the triangle is the same length. The perimeter of this shape is 80 cm. Find the side lengths of each triangle by filling in the missing numbers.

S: (Write 80 cm ÷ 8 = 10 cm.)

> **NOTES ON MULTIPLE MEANS OF ENGAGEMENT:**
>
> Scaffold the Find the Side Lengths fluency activity for students working below grade level with graduated questioning.
>
> - What is the perimeter of Image A? Each triangle side is the same length.
> - How many triangle sides do you count around the perimeter? Count with me.
> - Say the division sentence to solve for the side length.

Image A   P = 80 cm

Repeat the process for Images B and C, which are composed of squares and regular pentagons.

Image B   P = 90 m

Image C   P = 64 in
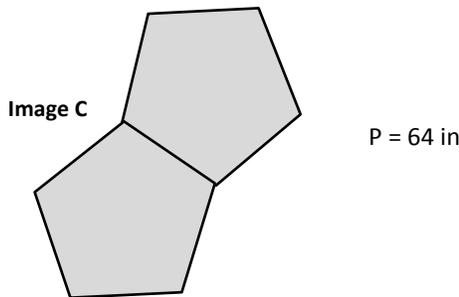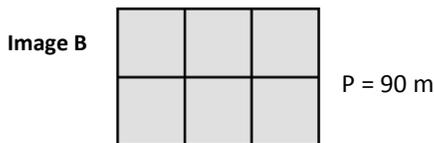
Application Problem (5 minutes)

Drew makes rectangular shoes for his robot. Each shoe has whole number side lengths and an area of 7 square centimeters. What is the total perimeter of both shoes? Is there more than one answer? Why or why not?

Note: Today's Application Problem reviews finding the perimeter of a rectangle given its area. Students find there is only one answer in this case because there is only one factor pair for an area of 7.

Area: 7 sq cm

1 × 7 = 7

7 cm / 1 cm

P = 7cm + 1cm + 7cm + 1cm

P = 8cm + 8cm

P = 16cm

Perimeter of 2 shoes = 16cm + 16cm
= 32cm

The total perimeter for both shoes is 32cm. There is 1 possible answer because we can only build 1 rectangle with an area of 7 sq cm.

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Lesson 26: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

engage^ny   342

Concept Development (34 minutes)

Materials: (S) Ruler, scissors, string, Problem Sets from Lessons 25 and 26, circles (A–F) (Template)

Part 1: Create a robot environment.

Students begin with their Lesson 25 Problem Sets.

T: Today, we will use the map you sketched and labeled on yesterday's Problem Set to measure and cut out the items in your robot's environment. Tell your partner the first step in making circular items.

S: First, I'll measure string using a ruler and cut it to the size of each circular item.

T: What three measurements do you need to mark and cut using your strings?

S: 25, 30, and 20 centimeters. Those are the sizes of the circles in the environment.

T: Once you have measured and cut your string, it'll be challenging to trace it into circles. I have made a template of circles to help you. (Pass out the circles Template, shown to the right.) What do you notice about the number of circles on your sheet?

S: There are six circles. But we only need three.

T: Once you have measured and cut your three strings, match them to the circles on the template you will use to help you trace. Remember that with string, we cannot always be exact. Start measuring now. (Allow students time to measure.) Which circles do we need to cut out and trace to make the circles in our robot's environment?

S: Circles A, C, and D.

T: Go ahead and cut, trace, and glue all the pieces to make your robot's environment.

S: (Measure, trace, cut, and glue the pieces for the environment.)

Circles (A–F) Template
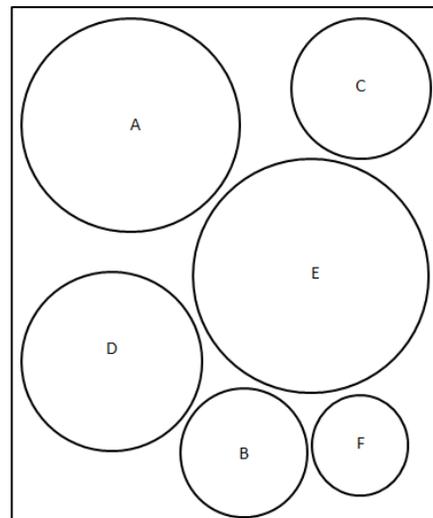
Encourage students who finish early to add details and finishing touches to their work.

Part 2: Analyze the line plot.

T: (Distribute the Lesson 26 Problem Set.) Find the area of your robot's rectangular body. Let's plot everyone's data on our number lines.

T/S: (Gather data, and record the following possible measurements on the line plot: 13, 24, 33, 40, 45, 48, and 49 square centimeters.)

T: Each robot's body has a perimeter of 28 centimeters. Why do you think we have so many different area measurements for the same perimeter?

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Lesson 26:   Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

engage^ny   343

S: (Discuss.)

T: What does this tell you about the relationship between area and perimeter?

S: That we can have many different areas for the same perimeter. → They are two separate things. Maybe there is not really a connection between them.

T: Take some time to record your answers to Problem 1 (a) and (b).

S: (Record.)
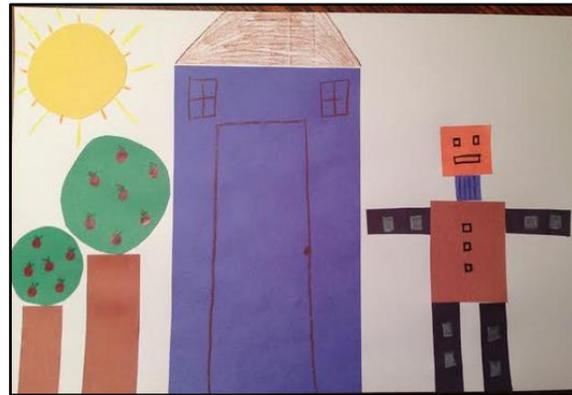
Problem Set (10 minutes)

Students should do their personal best to complete Problems 2, 3, and 4 within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students should solve these problems using the RDW approach used for Application Problems.

Student Debrief (10 minutes)

Lesson Objective: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- (Share student calculations from Problem 2.) Why do you think the problem asked to measure the perimeter in inches instead of centimeters?

- (Share student sketches in Problem 3.) Discuss that many different shapes can have the same perimeter. Can a triangle and a hexagon have the same perimeter?

- Have students share their responses to Problem 4.
- Each piece of art looks unique even though you each used the same perimeters. Through this experience, what did you learn about the relationship between area and perimeter?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Lesson 26:   Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

345

Multiply.

7 x 1 = _____	7 x 2 = _____	7 x 3 = _____	7 x 4 = _____
7 x 5 = _____	7 x 6 = _____	7 x 7 = _____	7 x 8 = _____
7 x 9 = _____	7 x 10 = _____	7 x 5 = _____	7 x 6 = _____
7 x 5 = _____	7 x 7 = _____	7 x 5 = _____	7 x 8 = _____
7 x 5 = _____	7 x 9 = _____	7 x 5 = _____	7 x 10 = _____
7 x 6 = _____	7 x 5 = _____	7 x 6 = _____	7 x 7 = _____
7 x 6 = _____	7 x 8 = _____	7 x 6 = _____	7 x 9 = _____
7 x 6 = _____	7 x 7 = _____	7 x 6 = _____	7 x 7 = _____
7 x 8 = _____	7 x 7 = _____	7 x 9 = _____	7 x 7 = _____
7 x 8 = _____	7 x 6 = _____	7 x 8 = _____	7 x 7 = _____
7 x 8 = _____	7 x 9 = _____	7 x 9 = _____	7 x 6 = _____
7 x 9 = _____	7 x 7 = _____	7 x 9 = _____	7 x 8 = _____
7 x 9 = _____	7 x 8 = _____	7 x 6 = _____	7 x 9 = _____
7 x 7 = _____	7 x 9 = _____	7 x 6 = _____	7 x 8 = _____
7 x 9 = _____	7 x 7 = _____	7 x 6 = _____	7 x 8 = _____

multiply by 7 (6–10)

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Name _____   Date _____

1. Collect the area measurements of your classmates' **robot bodies**. Make a line plot using everyone's area measurements.

Areas of Robot Bodies

Area Measurements of the Robot's Body in
Square Centimeters

| X = 1 Robot Body |

a. How many different measurements are on the line plot? Why are the measurements different?

b. What does this tell you about the relationship between area and perimeter?

Lesson 26: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

engage^{ny}   347

2. Measure and calculate the perimeter of your construction paper in inches. Show your work below.

3. Sketch and label two shapes with the same perimeter from the robot's environment. What do you notice about the way they look?

4. Write two or three sentences describing your robot and the environment in which it lives.

Lesson 26: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

348

Name _____   Date _____

1. Use string to help you sketch a circle with a perimeter of about 15 centimeters.

2. Estimate to draw a rectangle with a perimeter of 15 centimeters. Label the width and length.

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Lesson 26:   Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

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349

Name _____   Date _____

1. Use Rectangles A and B to answer the questions below.

4 cm

4 cm | **Rectangle A**

5 cm
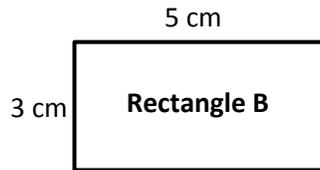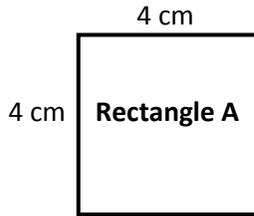
3 cm | **Rectangle B**

a. What is the perimeter of Rectangle A?

b. What is the perimeter of Rectangle B?

c. What is the area of Rectangle A?

d. What is the area of Rectangle B?

e. Use your answers to parts (a–d) to help you explain the relationship between area and perimeter.

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350

2. Each student in Mrs. Dutra's class draws a rectangle with whole number side lengths and a perimeter of 28 centimeters. Then, they find the area of each rectangle and create the table below.

Area in Square Centimeters	Number of Students
13	2
24	1
33	3
40	5
45	4
48	2
49	2

a. Give two examples from Mrs. Dutra's class to show how it is possible to have different areas for rectangles that have the same perimeter.

b. Did any students in Mrs. Dutra's class draw a square? Explain how you know.

c. What are the side lengths of the rectangle that most students in Mrs. Dutra's class made with a perimeter of 28 centimeters?

Lesson 26: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

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351

Note: Print on cardstock.

A

C

E

D

B

F

circles (A–F)

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352